

Lesson Plan Template

Lesson Segment Focus: Reading and listening comprehension

Lesson 1 of 1

Course & topic addressed: Reading and listening comprehension

Date: 11/1/18

Grade: K-1

Student Outcomes

Specific learning objectives for this lesson.	To check for student's understanding of a book.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Listening and reading comprehension.
Knowledge of students background (personal, cultural, or community assets)	The whole classroom can participate.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
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Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	I would read the book aloud while having students follow along on their classroom device (whether it be a computer or an iPad).
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Plot, characters, story, who, what, when, where, why, how.
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Materials

Materials needed by teacher for this lesson.	Technology to access book
Materials needed by students for this lesson.	Technology to access book, paper and pencil to write review (need paper and pencil to practice handwriting as well)

Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5-10 Minutes	Introduction: Would you all like to read a book today?	I would introduce the book to the students and tell them the title. I would have them look at the cover and tell me what they think the book is about.
About 25 minutes	Instruction: We will read the book together as a class	I will read the book aloud to the class and the students will follow along on their devices.
5-10 Minutes	Closure: What did you think of the book?	We all will go over the book and the students will tell me what they thought of it. I will ask questions about the plot, the characters, the storyline, why the characters did what they did, etc. Afterwards, I will have the students write down their reviews.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I would allow these students to do this assignment with an aid (if listed in their IEP). If not, I will help them with it.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	The students would be allowed to ask questions while reading, but they would have to raise their hands since we would all be reading and following along.
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>; <http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>